



Overview of Senate Bill 158 Changes to School Accountability System (VERSION 1 DRAFT)

Current Accountability System

Kentucky's current accountability system was developed by a very inclusive process, with the input of over 6,000 people. The accountability system has students at its center—ensuring they are well-rounded, transition-ready, and prepared with knowledge, skills and essential dispositions to successfully pursue the pathway of their choice after graduating from high school. The system has several key goals:

- Promote higher levels of student learning and achievement.
- Reduce achievement gaps and ensure equity.
- Build a culture of high expectations and continuous improvement.
- Communicate a clear and honest understanding of strengths and areas for improvement in schools and districts.

The system uses multiple academic and school quality measures, not a single test or indicator. Reporting of each indicator was determined by setting standards for very high to very low performance on system indicators. Scores from each indicator are combined to create an Overall Accountability Score. Measures and weights in the charts below contribute to a school's/district's overall accountability score and star rating. Additional information is reported to provide a more complete picture of education in Kentucky. Results are reported in an online Report Card including disaggregation of individual student group data and include reported-only measures. Individual student reports are issued to parents/guardians.

Senate Bill 158 Proposed Accountability System

SB 158 amends KRS 158.6455, Section 1 to create an accountability system that shall include an annual meaningful differentiation of all public schools in the state using multiple measures that describe the overall performance of each district, school and student subgroup.

- Performance shall be based on a combination of academic and school quality indicators and measures known as “state indicators.”
- Those indicators shall exclusively include student assessment results, progress toward achieving English language proficiency by limited English learners', quality of school climate and safety, high school graduation rates and postsecondary readiness.
- Beginning with data from the 2020-2021 and 2021-2022 school years, the accountability system overall performance for each district, school, and student subgroup determined by the state indicators shall equally combine current year performance, called “status,” and improvement from prior to current year, called “change.”
- For all students as a group and separately for individual subgroups, “status” shall be determined beginning with the data from the 2020-2021 academic year, by using the current year performance. “Change” shall be determined beginning with the data from the 2021-2022 academic year, by using the difference in performance from the prior year to the current year.
- For each state indicator, there shall be five status levels ranging from very high to very low and five change levels ranging from increased significantly to declined significantly.
- The percentile cut scores for status and change levels shall be based on a distribution and shall be approved by the Kentucky Department of Education (KDE) and the Local Superintendents Advisory Council (LSAC). The cut scores shall remain in place for at least six years unless existing cut scores no longer support meaningful differentiation of schools as required by the Every Student Succeeds Act (ESSA).
- Beginning in the fall of 2022, KDE shall develop an online “dashboard” of system results with color-coded performance levels. Results are reported for each state indicator, overall performance, status and change by district and school for all students as a group and separately for individual subgroups. Overall performance shall aggregate all available data for the state indicators.
- In the proposed system, achievement gaps will not be included in accountability; however, they will be reported.

Accountability Comparison of Current System and Proposed in Senate Bill 158

| Current Accountability Indicators | State Indicators Proposed in SB 158 |
|--|---|
| <p>Proficiency <i>Reaching the desired level of knowledge and skills as measured on state required academic assessments.</i></p> <ul style="list-style-type: none"> • Student performance on tests in reading and mathematics and student performance is aggregated to school, district and state levels. | <p>State Assessment Results</p> <ul style="list-style-type: none"> • Kentucky and federal statutes continue to require reading and mathematics assessments. • The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called “status” and improvement over time called “change.” |
| <p>Separate Academic <i>Reaching the desired level of knowledge and skills in science, social studies and writing.</i></p> <ul style="list-style-type: none"> • Student performance on tests in science, social studies and writing and student performance is aggregated to school, district and state levels. | <p>State Assessment Results</p> <ul style="list-style-type: none"> • Kentucky and federal statutes continue to require science assessments. • Kentucky statute continues to require writing (on demand and editing/mechanics) and social studies assessments. • The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called “status” and improvement over time called “change.” |
| <p>Growth (elementary/ middle schools only) <i>Student’s continuous improvement toward the goal of proficiency and beyond.</i></p> <ul style="list-style-type: none"> • The growth indicator for reading and mathematics is measured based on a growth value table. The overall growth score is an average of the reading and mathematics growth scores. • English learners’ growth for elementary/middle is included in the calculation using an English learner growth table. | <p>Achieving English Language Proficiency by English Learners Students</p> <ul style="list-style-type: none"> • The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called “status” and improvement over time called “change.” |
| <p>Graduation Rate <i>Percentage of students earning a high school diploma compared to the cohort of students starting in grade.</i></p> <ul style="list-style-type: none"> • Kentucky uses a 4-year adjusted cohort rate and an extended 5-year adjusted cohort in accountability, which recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma. • 4-year and 5-year rates averaged for accountability reporting. • Schools with a 4-year graduation rate of less than 80 percent are identified for Comprehensive Support and Improvement (CSI). | <p>Graduation Rate</p> <ul style="list-style-type: none"> • The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called “status” and improvement over time called “change.” |
| <p>Transition Readiness <i>Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.</i></p> <ul style="list-style-type: none"> • Students at high school must earn a high school diploma and meet one type of readiness (i.e., academic or career) • English learners’ attainment of English language proficiency is included at high school. | <p>Postsecondary Readiness</p> <ul style="list-style-type: none"> • Students at high school must earn a high school diploma and meet one type of readiness (i.e., academic or career). • The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called “status” and improvement over time called “change.” |
| <p>Quality of School Climate and Safety <i>Measures of the school environment.</i></p> <ul style="list-style-type: none"> • Perception data from surveys that measure insight to the school environment. | <p>Quality of School Climate and Safety</p> <ul style="list-style-type: none"> • The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called “status” and improvement over time called “change.” |

**Current Accountability System
Considering All Indicators**

Performance levels are based on criteria of excellence instead of a normative comparison of schools. Kentucky educators determined, through a standard-setting process, the performance required for each of five levels of performance that range from very low to very high on each indicator. The aggregation of these performance levels determined a school's overall star rating with academic indicators most heavily factored in the overall rating.

| | |
|--|----------------|
| <p>Overall School Rating Based on the strength of performance on school-level measures and indicators as combined in the overall accountability score.</p> <p>If achievement gaps are found in schools and Local Education Agencies (LEAs) earning a four (4) or five (5) star rating, the star rating will be reduced by one (1) star.</p> | ★★★★★ (5 star) |
| | ★★★★ (4 star) |
| | ★★★ (3 star) |
| | ★★ (2 star) |
| | ★ (1 star) |

Accountability Weights

Overall Accountability Score
An overall accountability score is generated by combining indicator scores by their percentage of weight.

| | Proficiency (Reading and Mathematics) | Separate Academic Indicator (Science, Social Studies, and Writing) | Growth (including English Language Learners) | Quality of School Climate and Safety | Transition Readiness (including English learners) | Graduation Rate (4 and 5 year cohort) |
|---------------------------------------|--|---|---|---|--|--|
| Elementary/ Middle Schools | 35 | 26 | 35 | 4 | -- | -- |
| High Schools | 45 | 15 | -- | 4 | 30 | 6 |

Proposed Accountability System

For each state indicator, there shall be five status levels ranging from very high to very low and five change levels ranging from increased significantly to decline significantly. The percentile cut scores shall be approved by the Kentucky Department of Education (KDE) and the Local Superintendents Advisory Council (LSAC).

Beginning in Fall 2022, the KDE shall develop an online “dashboard” to display the accountability system results. A color-coded performance level for each state indicator shall be displayed in a straightforward manner on the dashboard for overall performance, status, and change by district and school for all students as a group and separately for individual subgroups. Overall performance shall aggregate all available data for the state indicators.

The KDE will be working with the United States Department of Education (USED) on federal approval and KBE will amend or approve a new accountability regulation.

Below is an example of an online dashboard for a state indicator from the California Department of Education. Note: From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red.

| Levels | Change: Declined Significant ly | Change: Declined | Change: Maintained | Change: Increased | Change: Increased Significantly |
|-------------------------|--|---------------------|-----------------------|----------------------|---------------------------------------|
| Status: Very High | Yellow | Green | Blue | Blue | Blue |
| Status: High | Orange | Yellow | Green | Green | Blue |
| Status: Medium | Orange | Orange | Yellow | Green | Green |
| Status: Low | Red | Orange | Orange | Yellow | Yellow |
| Status: Very Low | Red | Red | Red | Orange | Yellow |